

Phoenix Infant and Nursery School

Our PSHE (Personal, Social, Health and Economic Education) and RSHE (Relationships, Sex and Health Education) Policy 2026–2027

Rationale and Ethos

The revised statutory guidance on Relationships Education, Relationships and Sex Education and Health Education, published by the Department for Education in July 2025, came into effect on 1 September 2026. At Phoenix Infant and Nursery School, PSHE and Relationships Education are delivered through carefully planned, age-appropriate lessons and wider provision. Our curriculum is reviewed regularly, adapted to meet the needs of all pupils and aligned with this statutory guidance.



We wholeheartedly support the philosophy of Relationships Education and teach it as an integral and compulsory part of PSHE. At Phoenix Infant and Nursery School, we recognise the importance of helping children develop physically, emotionally, socially and morally. Early education shapes children's future wellbeing, relationships and participation in society. Parents and carers are children's first educators, and we work in partnership with families to complement and reinforce learning. We do not teach non-statutory sex education; we teach statutory Relationships and Health Education in line with our school vision and values. As an infant and nursery school, our focus is on friendships, families, feelings, self-regulation, boundaries, personal safety, respect and appropriate behaviour online and offline. Teaching is fully age-appropriate, inclusive and designed to help every child feel safe, confident, valued and respected.

Aims and Objectives

- ✚ To reassure children of their value and self-worth, including aspects of dignity, self-respect and self-regulation.
- ✚ To nurture a responsible attitude towards personal relationships, such as aspects of mutual respect and care.
- ✚ To promote the value of loving relationships and of family life.
- ✚ To teach children the importance of healthy, respectful relationships focusing on family and friendships in all contexts, including online.
- ✚ Begin to prepare pupils for puberty by learning about change and growth in humans and animals
- ✚ Teach pupils the correct vocabulary to describe themselves and their bodies.
- ✚ Help children to value their welfare and safety, including an understanding of the importance of health and hygiene
- ✚ To encourage exploration of values and moral issues, taking into account the physical and moral risks associated with certain behaviour.
- ✚ To educate against discrimination and prejudice.
- ✚ To develop a belief that they can achieve goals both personal and academic, to stick to tasks that will help them achieve these goals.

- ✚ To develop personal attributes including kindness, honesty and generosity and those that link to school value.
- ✚ To develop children's understanding of mental wellbeing.
- ✚ To support pupil's well-being and develop resilience and character which is fundamental to pupil's being happy and successful and productive members of society.

Teaching and Learning at Phoenix Infant and Nursery School

At Phoenix Infant and Nursery School, PSHE and Relationships Education are taught through a planned, progressive curriculum and reinforced through daily routines, relationships and the wider life of the school. Our provision includes First Aid for Feelings lessons, the Zones of Regulation, an Anti-Racist Education Curriculum, values assemblies and Talk Jars. Together, these approaches help children recognise and name feelings, develop strategies for self-regulation, build respectful relationships, challenge prejudice and discrimination, express their views and know how to seek help.

The curriculum is organised progressively so that important themes are revisited and deepened as children move through Nursery, Reception, Year 1 and Year 2. Teaching is adapted to pupils' age, developmental stage, communication needs and prior experiences. First Aid for Feelings and the Zones of Regulation provide a shared language for emotions and regulation; values assemblies reinforce kindness, respect, honesty, responsibility and inclusion; the Anti-Racist Education Curriculum develops understanding of identity, fairness and belonging; and Talk Jars create structured opportunities for children to talk, listen, reflect and share concerns.

PSHE and Relationships Education are integrated across the curriculum, including through science, RE, online safety, literature, play, circle time, assemblies and opportunities for pupil voice. Learning is also reinforced through consistent adult modelling, restorative conversations and responsive support for individuals and groups.

A variety of teaching and learning approaches are used, including stories, discussion, role play, visual prompts, Talk Jars, practical activities, reflection and carefully chosen resources. Teaching is inclusive and responsive to pupils' individual needs, including SEND, disability, communication, ethnicity, religion or belief and family context. Learning may take place in whole classes, small groups, assemblies or individual sessions, as appropriate. Class teachers, the PSHE lead and the senior leadership team share responsibility for consistent delivery and for ensuring that provision reflects the needs of the Phoenix community.

The Early Years Foundation Stage:

At Phoenix, Foundation Stage children are taught to:

- show sensitivity to others' needs and feelings
- form positive relationships with adults and other children.
- be confident and positive about themselves, saying when they do or don't need help.
- talk about how they and others show feelings
- Know ways they can deal with 'not so good feelings'
- talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.
- show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
- understand the need for safety when tackling new challenges, and consider and manage some risks.
- know about similarities and differences between themselves and others, and among families, communities and traditions.
- make observations of animals explaining why some things occur, and talk about changes.

Relationships Education

It is compulsory for all children and parents do not have the right to remove their children from these sessions. The focus at Phoenix Infant and Nursery School is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

The principles of positive relationships also apply online. When teaching relationships content, teachers address online safety and appropriate behaviour in a way that is relevant to pupils' lives.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

Primary-age pupils may ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. At Phoenix Infant and Nursery School, we deal with these issues sensitively and at a level appropriate to the age group and developmental stage, taking account of any additional SEND. Consideration will be given to small-group or one-to-one discussion where appropriate. Staff will speak to parents and carers where appropriate, working in partnership with families to support children with challenging questions. We will always promote diversity and discourage any form of discrimination.

Through RSHE, schools should teach pupils the knowledge they need to recognise and report abuse, including emotional, physical and sexual abuse. In primary schools, this is delivered by focusing on boundaries and privacy, ensuring children understand that they have rights over their own bodies. This also includes understanding boundaries in friendships, families and relationships with others, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At Phoenix Infant and Nursery School, we use the NSPCC PANTS campaign and assemblies relating to healthy and safe relationships within our PSHE provision. Children are taught the correct vocabulary for body parts, and parents and carers are informed of the words their children will be taught. At all stages, children are taught to make sensible decisions to stay safe, including online.

Physical health and mental wellbeing

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

At Phoenix Infant and Nursery School, this begins with teaching pupils about daily movement, healthy eating, sleep, hygiene and the normal range of emotions everyone experiences. Through First Aid for Feelings, the Zones of Regulation, Talk Jars and supportive adult modelling, children develop language to describe feelings, notice changes in their bodies, choose appropriate regulation strategies and identify trusted adults who can help.

Teachers should go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.

Emphasis should be given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors. Pupils should also be taught the benefits of hobbies, interests and participation in their own communities. This teaching should make clear that people are social beings and that spending time with others, considering the needs of others and serving others through organised activities and groups can benefit health and wellbeing. Phoenix Infant and Nursery School is committed to providing a broad range of extra-curricular opportunities for Key Stage 1 children.

Pupils should be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. We work closely with parents on this issue and try and encourage parents to work in partnership with us.

Content:

Through an effective and creative curriculum, by the end of their time at Phoenix Infant and Nursery School children should have a greater understanding of the following areas, which will be built on in junior school:

[Phoenix Infant and Nursery School - RSHE](#)

- Families who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

Physical health and mental wellbeing

- Mental wellbeing
- Online behaviour and safety
- Physical health and fitness
- Healthy eating
- Medicines/ Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid

Roles and responsibilities

Parents and Carers

Parents and carers will be given opportunity to read and comment on this policy in draft form before becoming approved by our governing body.

The governing body

The governing body will approve the RSHE and PSHE policy, and hold the head teacher to account for its implementation.

The head teacher

The head teacher has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and in identifying a lead teacher who will work closely with colleagues in related curriculum areas in order to complement and not duplicate content. The head teacher is responsible for ensuring that PSHE and RSHE is taught consistently across the school, and for managing and responding to any requests to withdraw pupils from non-statutory/non-science components of RSHE (see next section).

Staff

- Staff are responsible for:
- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Responding to the needs of individual pupils

Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity

Parents' rights to withdrawal

We are committed to ensuring that the education provided to pupils in Relationships Education and RSE is appropriate to their age and compliant with the Equality Act 2010. In accordance with statutory guidance, parents have the right to request that their child is withdrawn from some or all sex education delivered as part of RSE, other than content taught through the National Curriculum for science, but not from Relationships Education at primary school. As an infant and nursery school, Phoenix Infant and Nursery School does not deliver non-statutory sex education; therefore, all pupils should take part in Relationships Education.

Confidentiality and child protection

It is inevitable that effective RSHE which allows for open discussion to take place may lead to disclosures from pupils. It is essential that those teaching RSHE are completely familiar with the child protection procedures. Pupils disclosures or suspicion of abuse must be followed up with the pupil concerned, that same day and referred to the designated safeguarding lead, and if not present their deputy. They will deal with these disclosures or suspicions in line with the child protection policy.

Equality, protected characteristics and British values

Phoenix Infant and Nursery School is committed to ensuring that PSHE and Relationships Education promote equality, inclusion and respect for all. Teaching is planned and delivered in accordance with the Equality Act 2010 and takes appropriate account of the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Content is age-appropriate and reflects the diverse families, identities, cultures, religions and beliefs represented within modern Britain. Staff challenge prejudice, discriminatory language and stereotypes, and ensure that no pupil is stigmatised because of their identity, family circumstances or background.

Through PSHE and Relationships Education, pupils are supported to develop the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Children learn to listen to others, express their views respectfully, understand that rules help to keep people safe, make age-appropriate choices, appreciate difference and know that everyone has the right to be treated fairly and with dignity. Picture News is used to introduce age-appropriate current issues and provide regular opportunities for pupils to discuss different viewpoints, develop respect for others and make meaningful links to British values and life in modern Britain. This work is reinforced through the wider curriculum, values assemblies, pupil voice, the Anti-Racist Education Curriculum and the daily life of the school.

Special Educational Needs and Disability

This policy has been written with regard to Phoenix Infant and Nursery School's SEND, Equality, Inclusion and Accessibility policies and to our commitment to removing barriers to participation and learning.

Teaching is adapted so that all pupils can access and participate meaningfully. Staff may use visuals, symbols, simplified or repeated language, sensory and regulation supports, pre-teaching, smaller groups and individual follow-up. Resources and examples reflect varied families, identities, cultures and experiences. This ensures that children, including pupils with SEND and pupils in the school's Enhanced Resource Provision, can build knowledge, confidence and skills from their individual starting points.

Monitoring, evaluation and review

To ensure that PSHE and Relationships Education are effective, meet pupils' needs and comply with statutory guidance, leaders monitor curriculum coverage, teaching, accessibility and impact. This includes reviewing the delivery of First Aid for Feelings, the Zones of Regulation, the Anti-Racist Education Curriculum, values assemblies and Talk Jars, alongside the planned PSHE curriculum.

- Comments from pupils
- Whole class discussions

This policy is reviewed annually by the governing body who will monitor the application and outcomes of this policy to ensure it is working effectively

Policy development process

This policy was formulated in consultation with the whole school community with input from;

- Members of staff – through regular agenda items at staff meetings, consultation documents, surveys
- Governors – discussions at governor's meetings
- Parents/carers – parents will be encouraged to contribute by consultation through the school website
- Children – pupils contribute to the development of the policy through the school questionnaires, circle time discussions etc.
- Other partners – visiting external providers in school; health, police, wider community, faith groups.

This will ensure that the RSHE curriculum continues to meet the needs of pupils, staff and parents and that it is in line with current DfE advice and guidance

The Policy is available

- Online through the Phoenix Infant and Nursery School website
- From the school office

Information for children and families about PSHE and RSHE at Phoenix Infant and Nursery School can be found on our school website curriculum pages.

The policy will be formally reviewed every year by the Strategic and Focus group with overall responsibility of the Chair of Governors (PSHE RSHE lead) in line with current legislation.

Staff training

RSHE can be a sensitive issue and teachers may welcome support and training. Provision will be made available for teaching staff to clarify legislation, curriculum requirements and to consider appropriate teaching approaches and materials. The school will support the use of visitors from outside, such as health professionals, police and voluntary sector, and other organisations to provide support and training to staff teaching RSHE.

Links with other policies

The RSHE policy should be read in conjunction with the following policies;

- Safeguarding
- Peer on Peer Abuse Policy
- Behaviour
- Anti-bullying
- Online safety
- SEND
- Sex Education
- Inclusion
- Equality and Diversity

Useful documents

- Safeguarding: NSPCC PANTS rule with film.

Relationships and Sex Education

- Abuse in relationships: Disrespect NoBody from the Home Office and Government Equalities Office.
- Consent: PSHE Association lesson plans from the PSHE association.
- LGBT inclusivity: Stonewall lesson plans and materials for primary and secondary.
- Resources covering all contexts, including online, and specifically relationships and bullying, alcohol, smoking, stress, body image from Public Health England website with videos made by young people and resources tested with teachers.

Mental Health

- Mental health and emotional wellbeing lesson plans from PSHE Association.
- MindEd educational resources on children and young people's mental health.

Online safety

- Education for a Connected World is the UK Council for Internet safety (UKCCIS) framework of digital knowledge and skills for different ages and stages. Sexting advice from UKCCIS for schools on preventative education and managing reports of sexting.
- Thinkuknow is the education programme from National Crime Agency (NCA) and Child
- Exploitation Online Programme (CEOP), which protects children both online and offline. The site offers materials for parents, teachers and pupils on a wide range of online safety issues and facts about areas such as digital footprints, recognising fake websites and checking URLs.

PSHE

- PSHE Association Programme of study for KS1-5

Relationship to other Policies and Publications

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

[SEND code of practice: 0 to 25 years - GOV.UK](#)

[Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#)

[National curriculum in England: citizenship programmes of study - GOV.UK](#)

[Behaviour in schools - GOV.UK](#)

[Technical guidance for schools in England | EHRC](#)

[Alternative provision - GOV.UK](#)

[Mental health and behaviour in schools - GOV.UK](#)

[Promoting children and young people's mental health and wellbeing - GOV.UK](#)

[Domestic Abuse Statutory Guidance](#)

[Preventing bullying - GOV.UK](#)

[Teaching online safety in schools - GOV.UK](#)

[Guidance | EHRC](#)

[Advice template](#) (Promoting Fundamental British Values as part of SMSC in Schools)

[Guidance for Schools and Colleges: Gender Questioning Children - Department for Education - Citizen Space](#)

- Practical advice and information from Educate Against Hate for teachers, teachers in leadership positions and parents on protecting children from extremism and radicalization.

Curriculum

- Non-statutory framework for Citizenship KS 1 and 2 (Non-statutory programme of study). Schools may wish to draw on the Citizenship programme of study in their planning.
- Data to understand the health and wellbeing needs of the local school-age population
- GOV.UK's Child and Maternal Health Intelligence Network brings together a range of publicly available data, information, reports, tools and resources on child and maternal health into one hub.

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